

STRATEGIC SCHOOL PROFILE 2005-06**Woodstock School District****FRANCIS A BARAN, Superintendent**

Telephone: (860) 928-7453



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

| | |
|------------------------------------|--|
| County: Windham | Public School Enrollment as a Percent of Town Population: 13.3% |
| 2000 Population: 7,221 | Public School Enrollment as % of Total Student Population: 95.8% |
| 1990-2000 Population Growth: 20.2% | Percent of Adults without a High School Diploma in 2000: 9.4% |
| 2000 Per Capita Income: \$25,331 | Adult Education Enrollment in 2004-05 School Year: 9 |
| Number of Public Schools: 2 | Number of Adults Receiving Diplomas in 2004-05 School Yr.: 7 |
| Number of Nonpublic Schools: 1 | |

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

| Current and Past District Need | Year | District | DRG | State |
|--|-------------|-----------------|------------|--------------|
| % of Students Eligible for Free/Reduced-Price Meals | 2005-06 | 8.1 | 9.1 | 26.9 |
| | 2002-03 | 7.6 | N/A | 25.4 |
| % of K-12 Students with Non-English Home Language | 2005-06 | 2.4 | 1.2 | 12.6 |
| | 2000-01 | 1.0 | N/A | 12.5 |
| % of Elementary and Middle School Students Above Entry Gr. Who Attended Same School Previous Yr. | 2005-06 | 90.3 | 92.0 | 88.0 |
| | 2000-01 | 98.9 | N/A | 87.0 |
| % of Kindergarten Students who Attended Preschool, Nursery School, or Headstart | 2005-06 | 80.5 | 77.7 | 79.2 |
| | 2000-01 | 68.1 | N/A | 74.7 |
| % of Juniors and Seniors Working More Than 16 Hours Per Week | 2005-06 | N/A | N/A | N/A |
| | 2000-01 | N/A | N/A | N/A |

STUDENT ENROLLMENT AND RACE/ETHNICITY

| | |
|---------------------------|-------|
| Enrollment | |
| Grade Range | PK- 8 |
| Total Enrollment | 995 |
| 5-Year Enrollment Change | 10.9% |
| Projected 2010 Enrollment | |
| Elementary | 539 |
| Middle School | 521 |
| High School | 0 |
| Prekindergarten, Other | 28 |

| Race/Ethnicity | Number | Percent |
|------------------------|---------------|----------------|
| American Indian | 15 | 1.5 |
| Asian American | 12 | 1.2 |
| Black | 4 | 0.4 |
| Hispanic | 31 | 3.1 |
| White | 933 | 93.8 |
| Total Minority 2005-06 | 62 | 6.2 |
| Total Minority 2000-01 | 34 | 3.8 |

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

The district is comprised of 995 students in Grades Pre-K – 8, with 522 students housed at the Elementary School (PreK-4) and the remaining 473 students contained at the Middle School (Grades 5-8). Woodstock, at 60 square miles, is one of the state's largest school districts. Although large in size, it is very rural, containing only 7,221 residents.

The school system is relatively isolated from neighboring school systems and from suburban and urban settings. Therefore, a number of our efforts involve exposing our students (and staff) to diverse geographical areas, as well as to students from a variety of cultural, ethnic, and economic backgrounds. To that end, some of our most effective activities in 2005-2006 have included:

- In May the entire school participated in International Week, during which seventeen countries across five continents were studied and presented. Each student had the opportunity to “travel” to three or four classrooms and/or activities that presented information about different cultures. Students were exposed to different languages, foods, native peoples from the country, children's books, music, dance, movies, clothing, schooling, etc. as we immersed them in various cultures.
 - The book “Beatrice's Goat” was read in library classes as an introduction to how charity in one country can change lives in another. Students then donated money into a globe bank for over one week to raise money for Heifer International. Enough money was raised to buy three animals in three different continents.
 - All Woodstock Middle School students participated in a series of tolerance activities during the year. Activities included weeklong tolerance education activities such as Mix it Up lunches where students sat with different groups of peers while they were engaged in guided discussions, developed quotes of the day posters, participated in classroom discussions and activities related to differences and tolerance. Teachers implemented actual tolerance education lessons into their classrooms as a result of this initiative two times during the 05-06 school year.
 - As part of the social studies curriculum, every sixth grade student is required to do an in-depth research project and display on a foreign country. This culminates in an annual fair open to the school and the community. In eighth grade, all students take Spanish as part of their core course of study.
 - When possible, students go on field trips to enhance cultural awareness. Every year, the fifth grade goes on a tour of the Mashantucket Pequot Museum and the eighth grade takes a five day trip to Washington, D.C.
- The major obstacle we face in continuing to reduce racial, ethnic, and economic isolation is our geographical isolation

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff



| | |
|-------------------------------|------|
| Teachers | 66.0 |
| Administrators | 3.6 |
| Department Chairs | 0.0 |
| Library/Media Staff | 1.0 |
| Other Professionals | 7.4 |
| % Minority 2005-06 | 0.0 |
| % Minority 2000-01 | 0.0 |
| # Non-Certified Instructional | 43.0 |

| Average Class Size | | District | DRG | State |
|--------------------|---------|----------|------|-------|
| Grade K | 2005-06 | 13.8 | 15.6 | 18.3 |
| | 2000-01 | 14.4 | N/A | 18.1 |
| Grade 2 | 2005-06 | 15.8 | 18.3 | 19.7 |
| | 2000-01 | 14.7 | N/A | 19.5 |
| Grade 5 | 2005-06 | 22.0 | 20.2 | 21.2 |
| | 2000-01 | 19.4 | N/A | 21.7 |
| Grade 7 | 2005-06 | 26.6 | 20.0 | 21.1 |
| | 2000-01 | 20.7 | N/A | 21.9 |
| High School | 2005-06 | N/A | N/A | N/A |
| | 2000-01 | N/A | N/A | N/A |

| Professional Staff Experience and Training | District | DRG | State |
|--|----------|------|-------|
| Average Number of Years Experience in Connecticut | 15.3 | 13.6 | 13.1 |
| % with Master's Degree or Above | 92.3 | 80.4 | 78.5 |
| % Trained as Mentors, Assessors, or Cooperating Teachers | 26.9 | 29.5 | 28.5 |

DISTRICT RESOURCES, continued

| Total Hours of Instruction Per Yr.* | Dist | DRG | State |
|--|-------------|------------|--------------|
| Elementary | 989 | 984 | 986 |
| Middle School | 991 | 1,005 | 1,015 |
| High School | N/A | N/A | N/A |

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

| Resource Ratios | District | DRG | State |
|--------------------------------|-----------------|------------|--------------|
| Students Per Academic Computer | 4.4 | 2.9 | 3.4 |
| Students Per Teacher | 15.1 | 13.2 | 13.6 |
| Teachers Per Administrator | 18.3 | 13.0 | 13.8 |

STUDENT PERFORMANCE

| Physical Fitness | District | State |
|-------------------------|-----------------|--------------|
| % Passing All 4 Tests | 28.6 | 35.6 |

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Connecticut Mastery Test % Meeting State Goal in: | District | State | Of All Districts in State | |
|--|-----------------|--------------|----------------------------------|------------------|
| | | | Lowest % | Highest % |
| Grade 3 Reading | 65.9 | 54.4 | 10.3 | 91.3 |
| Writing | 73.6 | 61.0 | 13.6 | 100.0 |
| Mathematics | 76.4 | 56.3 | 13.6 | 90.0 |
| Grade 4 Reading | 70.5 | 57.8 | 17.5 | 89.7 |
| Writing | 61.1 | 62.8 | 29.9 | 91.1 |
| Mathematics | 75.8 | 58.8 | 22.4 | 92.3 |
| Grade 5 Reading | 65.7 | 60.9 | 19.5 | 92.0 |
| Writing | 66.7 | 65.0 | 25.0 | 90.8 |
| Mathematics | 61.1 | 60.7 | 18.2 | 89.9 |
| Grade 6 Reading | 75.7 | 63.6 | 26.6 | 92.8 |
| Writing | 70.2 | 62.2 | 25.9 | 94.4 |
| Mathematics | 73.9 | 58.6 | 12.5 | 95.1 |
| Grade 7 Reading | 76.8 | 66.7 | 26.9 | 95.0 |
| Writing | 77.5 | 60.0 | 25.5 | 89.8 |
| Mathematics | 70.3 | 57.0 | 19.2 | 93.0 |
| Grade 8 Reading | 86.8 | 66.7 | 13.3 | 93.6 |
| Writing | 85.1 | 62.4 | 2.7 | 96.4 |
| Mathematics | 82.5 | 58.3 | 0.0 | 93.6 |



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




| Conn. Academic Performance Test % Grade 10 Meeting State Goal in: | District | State | Of All Districts in State | |
|--|----------|-------|---------------------------|-----------|
| | | | Lowest % | Highest % |
| Reading Across the Disciplines | N/A | N/A | N/A | N/A |
| Writing Across the Disciplines | N/A | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A | N/A |
| Science | N/A | N/A | N/A | N/A |



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| SAT® I: Reasoning Test | Class of 2000 | Class of 2005 | |
|------------------------------------|---------------|---------------|-------|
| | District | District | State |
| % of Graduates Tested | N/A | N/A | N/A |
| Mathematics: Average Score | N/A | N/A | N/A |
| Mathematics: % Scoring 600 or More | N/A | N/A | N/A |
| Verbal: Average Score | N/A | N/A | N/A |
| Verbal: % Scoring 600 or More | N/A | N/A | N/A |

| Dropout Rates | District | State |
|---|----------|-------|
| Cumulative Four-Year Rate for Class of 2005 | N/A | N/A |
| 2004-2005 Annual Rate for Grades 9 through 12 | N/A | N/A |
| 1999-2000 Annual Rate for Grades 9 through 12 | 0.0 | 3.1 |

| Activities of Graduates | Class of | # in District | District % | State % |
|---|----------|---------------|------------|---------|
|  Pursuing Higher Education | 2005 | N/A | N/A | N/A |
| | 2000 | N/A | N/A | N/A |
|  Employed or in Military | 2005 | N/A | N/A | N/A |
| | 2000 | N/A | N/A | N/A |
|  Unemployed | 2005 | N/A | N/A | N/A |
| | 2000 | N/A | N/A | N/A |

DISTRICT REVENUES/EXPENDITURES 2004-05

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|-----------------------------------|-------------------------------|-----------------------------|-----------------|-----------------|
| | | District | Elementary Districts | DRG | State |
| Instructional Staff and Services | \$5,479 | \$5,512 | \$6,443 | \$6,041 | \$6,555 |
| Instructional Supplies and Equipment | \$128 | \$129 | \$266 | \$260 | \$260 |
| Improvement of Instruction and Educational Media Services | \$165 | \$166 | \$219 | \$330 | \$391 |
| Student Support Services | \$630 | \$634 | \$646 | \$709 | \$656 |
| Administration and Support Services | \$682 | \$686 | \$1,174 | \$1,124 | \$1,153 |
| Plant Operation and Maintenance | \$723 | \$728 | \$979 | \$1,043 | \$1,113 |
| Transportation | \$641 | \$414 | \$522 | \$545 | \$522 |
| Costs for Students Tuitioned Out* | \$374 | N/A | N/A | N/A | N/A |
| Other | \$4 | \$4 | \$40 | \$124 | \$122 |
| Total* | \$8,827 | \$8,774 | \$10,946 | \$10,483 | \$10,994 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$1,118 | \$1,124 | \$1,140 | \$1,289 | \$1,467 |
| Adult Education | \$18 | N/A | N/A | N/A | N/A |

*Town total expenditures (in 1000s) for PK-12 are: Total, \$12,880; Tuition Costs, \$4,428.

Total town expenditures per pupil for PK-12 are \$8,926.

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|------------------------------|----------------------|----------------------|------------------------|----------------------------|
| With School Construction | 59.0 | 37.7 | 3.0 | 0.4 |
| Without School Construction | 60.1 | 36.2 | 3.3 | 0.4 |

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

| Expenditures by Grade Level | District | | DRG | State | |
|------------------------------------|------------------|-----------------|------------------|------------------|-----------------|
| | Per Pupil | % Change | Per Pupil | Per Pupil | % Change |
| Elementary and Middle | | | | | |
| Total | \$6,771 | -2.4 | \$8,373 | \$9,062 | 5.1 |
| Salaries and Benefits | \$5,849 | -2.2 | \$6,790 | \$7,454 | 4.7 |
| Supplies | \$498 | -1.6 | \$498 | \$513 | 12.7 |
| Equipment | \$61 | -49.6 | \$101 | \$133 | 16.7 |
| High School* | | | | | |
| Total | N/A | N/A | N/A | N/A | N/A |
| Salaries and Benefits | N/A | N/A | N/A | N/A | N/A |
| Supplies | N/A | N/A | N/A | N/A | N/A |
| Equipment | N/A | N/A | N/A | N/A | N/A |

*High school expenditures are not reported for districts without secondary schools.

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The essence of the budget development process in Woodstock is the equitable distribution of the available resources. The foundation budget is developed each year through the collaboration of the Superintendent and the two principals and the director of special education. Department heads also present a list of needs/priorities for discussion and review. District priorities are set at that time according to the instructional, programmatic, and physical needs of the district as determined by staff discussions at each school. School board discussions also determine key priorities of the district.

Following School Board discussion is a thorough review of the budget at public meetings of the Woodstock Board of Finance. Finally, the budget is presented at a public forum of the Town Meeting. One of the first budget allocations is an equal allowance per student system wide for general supplies; then, funds are allocated for various programs, including texts, equipment, and other resources. This is accomplished through a yearly needs assessment process which takes place at each school.

As a result of these multiple levels of communication from various constituencies, yearly and long term priorities and needs are identified and discussed at length. Since there is a constant discussion and budget collaboration among the Superintendent, both principals, and the director of special education, available funds are directed to the areas of greatest need. These areas may change yearly depending upon our student population.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

For the 2005-06 school year Woodstock Elementary School students performance on the Direct Reading Assessment were as follows: 80% of kindergarten students performed at or above grade level, 70% of first grade students performed at or above grade level, 77% of second graders performed at or above grade level, 77% of third graders performed at or above grade level and 87% of fourth graders performed at or above grade level. These results are very encouraging and help to provide critical data that will help to drive teacher instruction during the upcoming school year. The Woodstock Elementary School improvement plan targeted three critical mathematics strands on the Connecticut Mastery Test (Numerical Estimation Strategies, Estimating Solutions to Problems and Math Applications). Students in the third and fourth grades met and exceeded each of our established targets for proficiency. These dramatic improvements on the three most difficult portions of the CMT reflect the hard work and dedication of the staff in using data to target weak areas and bringing about marked improvement.

Woodstock Middle School was again pleased with the accomplishments of its students on the Connecticut Mastery Tests from the Spring of 2005-2006. Even though Woodstock's spending per pupil is in the bottom 15% of districts in the state, but we rank in the top one third in CMT scores. In this first administration of the Fourth Generation CMTs students again scored very well. The percentage of students who met proficiency in math were 81.5 % in grade five, 88.7 % in grade six, 92 % in grade seven and 93.9 % in grade eight. Percentages scoring in the proficiency range in Reading were 78.7 in grade five, 87 % in grade six, 85.5 % in grade seven and 91.2 % in grade eight. Percentages scoring in the proficiency range in Writing were 90.7 in grade five, 91.2 % in grade six, 94.2 % in grade seven and 93.9 % in grade eight. Student participation in the tests is greater than 99%. In addition, our grade 8 students continue each year to score high on the nationally normed Explore Test which is also used by the local high school as a placement test. Of course, statistics and standardized test scores only tell part of the story. Our academic Gifted and Talented students participated in a variety of nationally recognized programs. We have had students place highly in the History Day competitions at the state and national levels for the past several years. Students in the "Math Counts" competitions also do well, having advanced to the national meet four times. All sports athletic teams have been competitive in their leagues and at least one of the various WMS sports teams has won a conference championship each of the past several years. Creative writing was also offered to students in 2005-06 culminating in a publication of works. We are also pleased that many of our students participate annually in Relay For Life, raising thousands of dollars for the American Cancer Society. Public Speaking training and competition with other schools also took place in the 2005-06 year and WMS students won awards in various categories.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.